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ABSTRACT

This report summarizes the activities of the research, development, dissemination, and evaluation branch of the Urban Education Network between December 1, 1984, and November 30, 1985. The report is organized into three sections. The first discusses activities designed to foster the networking concept and to facilitate communications among network members. The second section lists information and technical assistance activities provided by the project to the network. The final section presents a chronological summary of events across the year. Appendices, which make up the bulk of the document, include the agendas and participants of Tri-Network meetings held throughout the year; a summary of 1985-86 Tri-Network priorities, and data collection forms. (KH)

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FINAL REPORT

December 1, 1984 - November 30, 1985

Research, Development, Dissemination,
and Evaluation Program:

Activity 2.4 - Urban Education Project

Submitted to the National Institute of Education

by

The Mid-continent Regional Educational Laboratory

November 30, 1985

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F. Draft Agenda: December Tri-Network Meeting

INTRODUCTION

This year saw the beginning of a new phase in the development of the Urban Education Network. Begun in 1978 as a CEMREL-support conference on urban schooling, the network has grown to include urban educators and agencies across three laboratory regions. The three laboratories (AEL, McREL, and NCREL) have worked together this year to plan the activities of the Network and have done so with a great deal of success. Each laboratory has included the Network in their plans for the coming years and expects to expand membership and services.

This reports summarizes the activities conducted by the Urban Education Project, Task 2.4 of McREL's RDD&E Program, from December 1, 1984 through November 30, 1985. The report is organized into three sections. "Collaborative Planning and Network Maintenance" discusses activities designed to foster the networking concept and to facilitate communications among Network members. "Information Sharing and Technical Assistance" lists information and technical assistance activities provided by the project to the Network. "Highlights of Activities" presents a chronological summary of events across the year.

COLLABORATIVE PLANNING AND NETWORK MAINTENANCE

Needs Sensing Meetings/The School District of Kansas City, Missouri. On December 6, 1984 several meetings were held with central office administrators of The School District of Kansas City, Missouri. The meetings were held for the purpose of identifying district priorities for the year and to discuss the district's continued participation in the Urban Education Network. McREL staff met with Dr. John Minor, Superintendent; Dr. Dave Wallace, Curriculum, Instruction, and Staff Development; Jim Roleke, Evaluation Coordinator; and other members of the Research and Evaluation Division. One of the primary concerns of district administrators at this time is the development of a workable school desegregation plan. Other priorities include effective schools research and implementation, core curriculum, and staff development.

Needs Sensing Meetings/Omaha Public Schools. On January 31 and February 1, 1985 a number of meetings were held with central office administrators of Omaha Public Schools. The meetings were held for the purpose of identifying district priorities for the year and to discuss the district's continued participation in the Urban Education Network. McREL staff met with Dr. Norbert Scheurman, Superintendent, Dr. Margaret Fitch, Staff Development and with representatives of other major divisions over the two days. Two major priorities of the district are effective schools planning and implementation and teacher/administrator evaluation.

February Tri-Network Advisory Committee Meeting. A meeting of Network Advisory Committee members from three laboratory regions was held in Elmhurst, Illinois on February 12, 1985. A meeting agenda and list of participants is included as Appendix A. The meeting was held to discuss and plan for ways in which the full Network can continue to work together across laboratory regions. The major collaborative activities will include one common meeting each year and a common directory of names, addresses, and phone numbers. It is expected that informal communications will continue as they have in the past.

Survey of Tri-Network Priorities. Results of the annual survey of priorities were compiled in preparation for the May Tri-Network meeting. The top priority was "equity/children at risk." Other high priorities were professional development and effective schools. The highest priority will serve as the theme for the next Tri-Network meeting. A copy of survey results is included as Appendix B.

The May Urban Education Tri-Network Meeting. The first meeting of the Urban Education Tri-Network was held at the Embassy Suites Hotel in St. Paul, May 19-21, 1985. The meeting and conference were co-hosted by the Minnesota Department of Education and St. Paul Public Schools. The meeting was sponsored by the Appalachia Educational Laboratory (AEL), the Mid-continent Regional Educational Laboratory (McREL), and the North Central Regional Educational Laboratory (NCREL). The conference theme was "higher order thinking skills," a high priority topic selected by the Tri-Network Advisory Committee. A meeting summary is included as Appendix C.

September Tri-Network Advisory Committee Meeting. A meeting of Network Advisory Committee members from the three laboratory regions was hosted by AEL and held in Charleston, West Virginia September 9-10, 1985. The meeting was held to discuss Network purposes and activities for the future, and to plan for the upcoming Network meeting in Louisville, Kentucky, December 15-17. Network priorities for the year were reviewed and "children at risk: school dropout prevention" was selected as the topic of the December meeting. Other topics of discussion included the Network Directory, Sharing Successes Across Network Institutions: A Status Report, newsletter, follow-up to the higher order thinking skills conference in May, advisory committee structure, network membership, and utilizing the CONFER system for communications. A meeting agenda and list of participants is included as Appendix D.

Development of the 1985-86 Network Directory and Sharing Successes Across Network Institutions: A Status Report. During October and November, Network members were asked to submit revisions and new entries to the Network publications, Network Directory, and Sharing Successes Across Network Institutions: A Status Report. The documents will be revised, printed, and distributed early in 1986. Copies of the data collection forms are included as Appendix E.

Planning for the December Tri-Network Meeting. Planning for the upcoming Network meeting in Louisville, Kentucky, December 15-17, are well underway. The topic of the meeting will be "children at risk: addressing the problem of school dropouts." The conference will feature a series of presenters including Dr. Dale Mann as keynote speaker. Network members will have an opportunity to meet with speakers and with one another to share ideas about dropout prevention. A Network business meeting will be held on Tuesday morning, December 17. A draft meeting agenda is included as Appendix F.

INFORMATION SHARING AND TECHNICAL ASSISTANCE

A list of the materials/information pieces disseminated and technical assistance provided during the past year follows.

- Information on elementary programs targeting dropout reduction at the secondary level to Joan Solomon, Missouri Department of Elementary and Secondary Education.

- Eight additional copies of the Urban Education Program final report for 1984 to Susan Talley, NIE.

- One copy of Leadership for School Climate Improvement to Len Nachman, Minnesota Department of Education.

- Research Within Reach: Science Education errata sheets to all Network members.

- Five copies of McREL's Green Noteworthy to Evelyn Luckey, Columbus Public Schools.

- On-site assistance to Omaha Public Schools as part of the district's effective schools program.

- On-site assistance to Wichita Public Schools administrators in the area of strategic planning.

- One copy of School-Company Collaboration to Liz Calvin, Director of Technical Assistance, Missouri Department of Elementary and Secondary Education.

- Two copies of the "red" Noteworthy to Dr. Elma Armistead, Associate Superintendent for Curriculum and Instruction, Lindburgh Public Schools.

- Two copies of the "orange" Noteworthy to Dr. Elma Armistead, Associate Superintendent for Curriculum and Instruction, Lindburgh Public Schools.

- Two copies of the "green" Noteworthy to Dr. Elma Armistead, Associate Superintendent for Curriculum and Instruction, Lindburgh Public Schools.

- Two copies of the "red" Noteworthy to Dr. John DeArman, Superintendent, Ritenour Public Schools.

- Two copies of the "orange" Noteworthy to Dr. John DeArman, Superintendent, Ritenour Public Schools.

- Two copies of the "green" Noteworthy to Dr. John DeArman, Superintendent, Ritenour Public Schools.

- Five copies of McREL's red Noteworthy to Dr. Jim Winter, Ashland Community College, Ashland, Kentucky.

- Two copies of School-Company Collaboration to Dr. Jim Winter, Ashland Community College, Ashland, Kentucky.

- One copy of McREL's red Noteworthy to Virginia Dobrinski, Wichita Public Schools.

- Information on programs and practices addressing high school dropouts to Cal Frazier, Colorado Department of Education.

- Names of potential consultants/presenters in urban education to Joan Solomon, Missouri Department of Elementary and Secondary Education.

- One copy of Leadership for School Climate Improvement to Betsy Holden, Lake Elmo, Minnesota.

- Names of consultants in the area of effective schooling to Tim Giles, Indiana Department of Public Instruction.

- Two copies of Sharing Successes Across Network Institutions: A Status Report to Beau Jones, NCREL.

HIGHLIGHTS OF ACTIVITIES: December 1, 1984 - November 30, 1985

December 3	Request from Joan Solomon, Missouri Department of Elementary and Secondary Education, for information on elementary level programs targeted to reduce dropouts at the secondary level
December 3	Request from Susan Talley for eight additional copies of the Urban Education Program final report
December 5	Sent Joan Solomon information in response to her request of December 3rd
December 6	Met with central office staff of the School District of Kansas City, Missouri to discuss the district's priorities and their continued participation in the Network
December 7	Sent a memo to the full Network requesting information for Joan Solomon in response to her request of December 3rd
December 12	Received information from Len Nachman, Minnesota Department of Education, regarding the recent meeting at the new laboratory and general plans for the Network
December 12	Sent Len Nachman, Minnesota Department of Education, a copy of Leadership for School Climate Improvement
December 17-18	Attended a McREL staff meeting in Denver
December 19	Planned with Allen Zondlak for the upcoming Network Advisory Committee meeting in Chicago
December 20	Planned with Jack Sanders, AEL, for the Network Advisory Committee meeting in Chicago
January 3	Contacted Joyce Weddington about the upcoming meeting in Chicago
January 8	Met with Susan Everson to discuss upcoming meeting in Chicago
January 8	Met with Allen Zondlak, Detroit Public Schools, for upcoming meeting in Chicago.
January 9	Sent maps of 3 regions and list of Network members to Allen Zondlak
January 9	Sent a memo to Jim Roleke, Joan Solomon, and Bill Dirks about the upcoming meeting in Chicago
January 9	Contacted Reece Little, Jefferson County Public Schools (Louisville) about his participation in the upcoming meeting in Chicago.

January 10	Sent follow-up letters to participants in the December meeting with the Kansas City school district.
January 10	Sent follow-up letters to participants in the November meetings with Wichita and Omaha school districts
January 10	Sent follow-up letters to participants in the November meeting with Denver Public Schools
January 10	Planned with Joan Solomon for the upcoming meeting in Chicago
January 11	Planned with Jack Sanders for the upcoming meeting in Chicago
January 11	Planned with Jim Roleke for the upcoming meeting in Chicago
January 15	Provided on-site technical assistance to Omaha Public Schools --Effective Schools program
January 15	Provided on-site technical assistance to Wichita Public Schools -- strategic planning
January 16	Planned with Bill Dirks for the upcoming meeting in Chicago
January 17-18	Attended McREL Board meeting and staff meeting in Denver
January 21	Planning with Margaret Fitch, Omaha Public Schools, for meeting with central office staff on January 31st and February 1st
January 24	Planned with Beau Jones, NCREL,, for the upcoming meeting in Chicago
January 31-February 1	Conducted on-site needs assessment meetings with central office staff, Omaha Public Schools
February 1	Planned with Allen Zondlak for upcoming meeting in Chicago
February 4	Planned with Mabel Lee, AEL, for upcoming meeting in Chicago
February 4	Received agenda and meeting materials for Chicago meeting -- sent copies to Joan Solomon, Jim Roleke, and Bill Dirks
February 5-8	Prepared for upcoming meeting in Chicago
February 12	Attended Network Advisory Committee meeting, Chicago
February 15	Sent Research Within Reach: Science Education errata sheets to all Network members
February 15	Communicated to McREL Network members about May Network meeting in St. Paul
February 19	Sent five copies of McREL's Green Noteworthy to Evelyn Luckey, Columbus Public Schools

February 19	Provided on-site technical assistance to Omaha Public Schools -- Effective Schools Program
February 20	Developed framework for planning the Tri-Network meeting to be held in May
March 4	Received a report of research grants received by Wichita Public Schools
	Sent, on request, a copy of School-Company Collaboration to Liz Calvin, Director of Technical Assistance, Missouri Department of Elementary and Secondary Education
	Planning with Joyce Weddington Memphis City Schools for the upcoming Tri-Network meeting
March 5	Planning with Allen Zondlak, Detroit Public Schools, for the upcoming Tri-Network meeting
	Planning with Beau Jones, NCREL, for the upcoming Tri-Network meeting
March 6	Planning with Mabel Lee, AEL, for the upcoming Tri-Network meeting
	Planning with Evelyn Luckey, Columbus Public Schools, for the upcoming Tri-Network meeting
	Planning with Joan Solomon, Missouri Department of Elementary and Secondary Education, for the upcoming Tri-Network meeting
March 7	Planning with Joan Solomon, Missouri Department of Elementary and Secondary Education, for the upcoming Tri-Network meeting
March 11	Planning with Beau Jones, NCREL, for the upcoming Tri-Network meeting
	Planning with Allen Zondlak, Detroit Public Schools, for the upcoming Tri-Network meeting
	Planning with Len Nachman, Minnesota Department of Education, for the upcoming Tri-Network meeting
March 18	Planning with Len Nachman, Minnesota Department of Education, for the upcoming Tri-Network meeting
March 20	Conference call with meeting planners to revise the agenda for the upcoming Tri-Network meeting
April 1	Planning with Allen Zondlak, Detroit Public Schools, for the up-coming Tri-Network meeting

	Planning with Evelyn Luckey, Columbus Public Schools, for the upcoming Tri-Network meeting
April 2	Sent meeting materials to all participants and meeting planners
	Sent the survey of priorities form to all Network members
	Provided 2 copies each of the red, orange, and green "Noteworthy" to Dr. Elma Armistead, Associate Superintendent for Curriculum and Instruction, Lindbergh Public Schools
April 3	Sent letters of agreement and meeting materials to consultants for the upcoming Tri-Network meeting
April 4	Sent meeting information to Susan Talley, NIE
	Planning with Mabel Lee, AEL, for the upcoming Tri-Network meeting
April 8	Planning with Len Nachman, Minnesota Department of Education, for the up-coming Tri-Network meeting
April 9	Planning with Beau Jones, NCREL, for the upcoming Tri-Network meeting
April 10	Planning with Beau Jones, NCREL, for the upcoming Tri-Network meeting
	Planning with consultants for the upcoming Tri-Network meeting
April 12	Planning with consultants for the upcoming Tri-Network meeting
April 15	Planning with Allen Zondlak, Detroit Public Schools, for the upcoming Tri-Network meeting
	Planning with consultants for the upcoming Tri-Network meeting
April 16	Planning with Beau Jones, NCREL, for the upcoming Tri-Network meeting
April 22	Planning with Beau Jones, NCREL, for the upcoming Tri-Network meeting
April 23	Conference call with meeting planners to finalize cost-sharing agreements for the Tri-Network meeting
	Planning with Len Nachman, Minnesota Department of Education for the upcoming Tri-Network meeting
April 25	Provided 2 copies each of the red, orange, and green "Noteworthy" to John DeArman, Superintendent, Ritenour Public Schools

May 3	Planning with Dave Bennett, St. Paul Public Schools, for the upcoming Tri-Network meeting
	Planning with Don McCarthy, Akron Public Schools, for the upcoming Tri-network meeting
May 6-15	Continued planning for the upcoming Tri-Network meeting
May 6-15	Development of the quarterly progress report
May 15-17	Compilation of priorities survey results; Tri-Network
May 19-21	Urban Education Tri-Network meeting, St. Paul, Minnesota
May 22-June 15	Follow-up activities, re. Tri-Network meeting
June 3	Information to Dr. Jim Winter, Ashland Community College, Ashland, Kentucky (5 red Noteworthy; 2 School Company Collaboration)
June 4	Names of potential speakers/consultants to Joan Solomon, Missouri Department of Elementary and Secondary Education
June 10	Request from Colorado Department of Education for information on programs and practices addressing the school dropout problem
June 10	Request to all Tri-Network members for information on programs and practices addressing the school dropout problem
June 14	Information on school dropouts to the Colorado Department of Education
June 18	Request to Bill Bean, Iowa Department of Public Instruction, for specific information on school dropouts
June 18	Request to Joan Solomon, Missouri Department of Elementary and Secondary Education, for specific information on school dropouts
June 18	Request to the Center for the Social Organization of Schools for specific information on school dropouts
June 19	Request to Terry Thomas, Oakland Public Schools, Oakland, Michigan for specific information on school dropouts
June 20	Request to Dr. Wil Miller, University of Missouri-Columbia, for specific information school dropouts
June 20	Request to Dr. Ralph Dickens, Richmond Public Schools, Richmond, Virginia for specific information on school dropouts

June 25	Information on school dropouts to the Colorado Department of Education
July 15	Information on school dropouts to the Colorado Department of Education
July 17	Planning with Allen Zondlak, Detroit Public Schools, for Tri-Network Advisory Committee meeting
July 18	Planning with Mabel Lee, AEL, for Tri-Network Advisory Committee meeting
July 18	One copy of McREL's red Noteworthy to Virginia Dobrinski, Wichita Public Schools
July 23	Planning with Allen Zondlak, Detroit Public Schools, for Tri-Network Advisory Committee meeting
August 5-15	Development of Quarterly Progress Report
August 15	Submission of Quarterly Progress Report
August 19	Planning with Allen Zondlak, Detroit Public Schools, for the upcoming Network Advisory Committee meeting.
September 3	Planning with Allen Zondlak, Detroit Public Schools, for the upcoming Network Advisory Committee meeting.
September 3	Planning with Mabel Lee, AEL, for the upcoming Network Advisory Committee meeting.
September 9-10	Network Advisory Committee Meeting, Charleston, West Virginia
September 13-November 30	Planning for the upcoming Tri-Network meeting in Louisville, Kentucky
September 20	Sent Leadership for School Climate Improvement to Betsy Holden, Lake Elmo, Minnesota
September 20	Provided names of effective schools consultant to Tim Giles, Indiana Department of Public Instruction
September 23-October 3	Contacted potential consultants for the upcoming Tri-Network meeting
September 25	Conference call to plan the upcoming Tri-Network meeting, involving Allen Zondlak, Mabel Lee, Beau Jones
September 30	Sent information on composition of the advisory committee to John Grate, Cincinnati Public Schools
September 30	Requested updated information from all Network members for the next Network Directory

September 30	Requested information on special interest group membership from all Network members
October 1	Requested updated information from all Network members for the next Sharing Successes Across Network Institutions: a Status Report
October 9	Sent two copies of Sharing Successes Across Network Institutions: A Status Report to Beau Jones, NCREL
October 9-November 26	Compliled information for the updated directory and status report
November 11	Sent outline and draft of Urban Education Program final report to Susan Talley, NIE
November 30	Sent Urban Education Final Report to Susan Talley, NIE

A. Agenda, Participants: February Tri-Network Advisory Meeting

URBAN EDUCATION NETWORK
ADVISORY COMMITTEE MEETING

NCREL Office
Elmhurst, Ill.

TUESDAY, FEBRUARY 12, 1985

8:30	COFFEE/JUICE/DANISH	
9:00	REVIEW OF AGENDA/INTRODUCTIONS	Allen Zondlak
9:15	WELCOME	Russell Zwoyer
9:30	NCREL/McREL/AEL PRIORITIES AND PROGRAMS	Beau Fly Jones Sharon Koenigs AEL Staff Rep.
10:30	MEMBER UPDATES	
11:30	NETWORK RECAP AND CURRENT STATUS	Allen Zondlak
12:00	CATERED LUNCH	
1:00	NETWORK PLANS FOR 1985	

1. Network Planning and Development - Network priorities, Network meetings, Advisory Committee

2. Information and Resource Sharing - Network Directory, Newsletter, Sharing Successes Across Network Institutions, electronic bulletin board, information sharing by mail/phone

3. Technical Assistance - on-site service/brokerage, conferences, seminars

4. Collaborative Research - conducting, disseminating

5. Program Evaluation and Reporting - evaluation and progress reports

6. Collaboration With Other Networks - levels of cooperation (AEL, McREL, NCREL)

3:00	NETWORK MEMBERSHIP CRITERIA	
3:15	OTHER NETWORK BUSINESS	
3:30	ADJOURN	

Participant List
Tri-Network Advisory Committee Meeting
Elmhurst, Illinois
February 12, 1985

David Bennett, St. Paul Public Schools

A. W. Dirks, Wichita Public Schools

John Grate, Cincinnati Public Schools

Gerard Heing, Chicago Public Schools

Beau Fly Jones, NCREL

Sharon S. Koenigs, McREL

Mabel C. Lee, AEL

Reece Little, Jefferson County Public Schools

Evelyn Luckey, Columbus Public Schools

Len Nachman, Minnesota Department of Education

James Roleke, The School District of Kansas City, Missouri

Joan Solomon, Missouri Department of Elementary and Secondary Education

Tom Stefonek, Wisconsin Department of Public Instruction

Joyce Weddington, Memphis City Schools

Allen Zondlak, Detroit Public Schools

Russell Zwoyer, NCREL

B. 1985-86 Tri-Network Priorities

5/17/85

Preliminary Summary of Results
1985 Priorities Survey
(15 Responses)

Topic	# of Agencies Listing Topic	# of Agencies Assigning a Rank of 1, 2, or 3
Equity/Children at Risk	11	10
Professional Development	11	8
Effective Schools	8	6
Basic Skills	7	3
Technology	6	3
Testing/Evaluation	6	3
Higher Order Thinking Skills	5	2
High School Reform	4	3
School Finance	3	2
Curriculum/Instruction (General)	3	2
Early Childhood Education	2	0
Wellness	1	0
School Safety/Security	1	1
Public Perception of Education	1	1
Facility Improvement	1	1
Business - School Partnerships	1	1
Paideia Program	1	0
Discipline	1	0

Equity/Children at Risk

Desegration	Cleveland	1
Teenage Pregnancy	Michigan	3
Children at Risk	Wisconsin	3
School Dropouts	Michigan	1
School Dropout Prevention	Missouri	2
Combatting the High School Dropout Problem	Chicago	1
Attendance/Dropouts	Cleveland	3
Local District Outreach to Minority Community: Student Dropout Prevention	Iowa	1
Achieving Excellence With Equity	Iowa	2
Equity Accountability for ESL/Bilingual Students	Iowa	3
Technology Peasants: Who Will They Be?	Iowa	4

Professional Development

Staff Development	Nebraska	1
Staff Development	Detroit	5
Improvement of Instructional Skills of Staff & Career Ladders	Wichita	3
Staff Development	Wisconsin	2
Leadership Training for School Administrators	Missouri	3
Career Ladder Plan for Classroom Teachers	Missouri	1
Professional Development Programs	Missouri	4
Proficiency Development of Experienced Staff	Columbus	2
Staff Development Practices/Programs	Kansas City	3
Instructional Personnel Improvement	Louisville	4
Inservicing Elementary Mathematics and Science Teachers	Chicago	3

Basic Skills

Basic Skills	Nebraska	5
Basic Skills Improvement	Wichita	1
Education for Employment	Wisconsin	5
Remediation Efforts/Delivery Systems	Des Moines	1
Basic Skills/Job Ready Skills	Kansas City	6
Basic Skill Maintenance and Improvement	Louisville	5
Reading	Cleveland	2

Effective Schools

School-based Improvement Project	Akron	3
Effective Schools	Nebraska	3
School Effectiveness Research, Including School Improvement	Detroit	3
Effective Schools	Wisconsin	1
Effective Schools Programs	Missouri	5
*Effective Schools at the Secondary Level	Columbus	3
Effective Schools/School Effectiveness	Kansas City	1
Effective Schools/School Improvement	Cleveland	5

Higher Order Thinking Skills

Higher Order Thinking Skills	Detroit	1
Higher Order Thinking Skills	Wichita	4
Thinking Skills Curriculum K-12	Des Moines	2
Higher Order Skills	Kansas City	7
Piloting Reasoning (Thinking) Skills Programs	Chicago	4

Technology

Technology	Nebraska	4
Technology, Especially Use of Computers	Detroit	2
Computer Curriculum K-12	Des Moines	3
Computer Applications in the Schools	Columbus	1
Technology and Applications	Kansas City	8
*Technology Peasants: Who Will They Be?	Iowa	4

High School Reform

High School Improvement	Detroit	4
*Effective Schools at Secondary Level	Columbus	3
High School Reform and Improvement	Kansas City	2
Strengthening the High School Program	Chicago	2

Testing/Evaluation

Teacher Assessment	Wichita	6
Pupil Achievement Testing	Wisconsin	4
Evaluation Instruments for Measuring Accomplishment of Learning Outcomes	Omaha	1
Staff Appraisal	Omaha	2
Implications Dealing with Adoption of Newly Normed Standardized Tests	Omaha	3
Competency Testing/Performance Evaluation	Kansas City	5

School Finance

Getting the May 7th Levy Passed	Akron	1
Increasing State Support of Schools	Nebraska	2
School Financing	Michigan	4

Curriculum/Instruction (General)

System-wide Curriculum Revision	Akron	2
Instructional Management System	Wichita	2
Curriculum Alignment	Kansas City	4

Early Childhood Education

Early Childhood Education	Wichita	5
K-1 Transitional Program	Des Moines	4

Other Topics

Wellness	Akron	4
School Safety and Security	Michigan	2
Public Knowledge and Perception of Educational Excellence	Louisville	1
Facility Improvement (Science/High Tech especially)	Louisville	2
Business - School Partnerships	Louisville	3
Piloting on the Elementary and Secondary Level the Paideia Program	Chicago	5
Discipline	Cleveland	4

Akron

Getting May 7th Levy Passed (1)
System-wide Curriculum Revision (2)
School-Based Improvement Project (3)
Wellness (4)

Nebraska

Staff Development (1)
Increasing State Support of Schools (2)
Effective Schools (3)
Technology (4)
Basic Skills (5)

Michigan

School Dropouts (1)
School Safety and Security (2)
Teenage Pregnancy (3)
School Financing (4)

Detroit

Higher Order Thinking Skills (1)
Technology, Especially use of Computers (2)
School Effectiveness Research, including School Improvement (3)
High School Improvement (4)
Staff Development (5)

Wichita

Basic Skills Improvement (1)
Instructional Management System (2)
Improvement of Instructional Skills of Staff and Career Ladders (3)
Higher Order Thinking Skills (4)
Early Childhood Education (5)
Teacher Assessment (6)

Wisconsin

Effective Schools (1)
Staff Development (2)
Children At Risk (3)
Pupil Achievement Testing (4)
Education for Employment (5)

Missouri

Career Ladder Plan for Classroom Teachers (1)
School Dropout Prevention (2)
Leadership Training for School Administrators (3)
Professional Development Programs (4)
Effective Schools Programs (5)

Des Moines

Remediation efforts/delivery systems 1-12 (1)
Thinking Skills Curriculum K-12 (2)
Computer Curriculum K-12 (3)
K-1 Transitional Program (4)

Columbus

Computer Applications in the Schools (1)
Proficiency Development of Experienced Staff (2)
Effective Schools at Secondary Level (3)

Omaha

Evaluation Instruments for Measuring Accomplishment of Learning Outcomes (1)
Staff Appraisal (2)
Implications Dealing with Adoption of Newly Normed Standardized Tests (3)

Kansas City

Effective Schools/School Effectiveness (1)
High School Reform and Improvement (2)
Staff Development Practices/Programs (3)
Curriculum Alignment (4)
Competency Testing/Performance Evaluation (5)
Basic Skills/Job Ready Skills (6)
Higher Order Skills (7)
Technology and Applications (8)

Louisville

Educational Excellence (Public Knowledge & Perception of) (1)
Facility Improvement (Science/High Tech Especially) (2)
Business-School Partnerships (3)
Instructional Personnel Improvement (4)
Basic Skill Maintenance and Improvement (5)

Chicago

Combatting the High School Dropout Problem (1)
Strengthening the High School Program (2)
Inservicing Elementary Mathematics and Science Teachers (3)
Piloting Reasoning (Thinking) Skills Programs (4)
Piloting on the Elementary and Secondary School Level the Paideia Program (5)

Cleveland

Desegregation (1)
Reading (1)
Attendance/Dropouts (3)
Discipline (4)
Effective Schools/School Improvement (5)

DES MOINES PUBLIC SCHOOLS

Topic	Rank
Remediation efforts/delivery systems 1-12	1
Thinking Skills Curriculum K-12	2
Computer Curriculum K-12	3
K-1 Transitional Program	4

DES MOINES PUBLIC SCHOOLS

Topic 1: Remediation Efforts/Delivery Systems 1-12

Project Description and Planned Accomplishments

In our "Plan for Excellence" we will have check point testing at K-1-3-5-8-11 in Reading, Math, and Language Arts. We must develop remedial efforts for students not passing the check point tests.

What contribution might other Network members or Laboratories make?

Provide information of existing, successful delivery systems or remediation.

Topic 2: Thinking Skills Curriculum K-12

Project Description and Planned Accomplishments

We are developing a K-12 Thinking Skills Problem Solving Curriculum. It is in the formative stages.

What contribution might other Network members or Laboratories make?

Share any materials pertinent.

Topic 3: Computer Curriculum K-12

Project Description and Planned Accomplishments

We have the K-5 curriculum developed. Could use assistance on 6-12.

What contribution might other Network members or Laboratories make?

Share ideas and materials.

Topic 4: K-1 Transitional Program

Project Description and Planned Accomplishments

We will implement a K-1 transitional program in the fall of '86

What contribution might other Network members or Laboratories make?

Provide assistance in program, parent communication, report cards, etc.

COLUMBUS PUBLIC SCHOOLS

Topic	Rank
Computer Applications in the Schools	1
Proficiency Development of Experienced Staff	2
Effective Schools at Secondary Level	3

OMAHA PUBLIC SCHOOLS

Topic 1: Evaluation Instruments for Measuring Accomplishment of Learning Outcomes

Project Description and Planned Accomplishments

The Omaha Instructional Process includes the following components:

1. A scope and sequence of expected learning outcomes for all subject areas K-12.

2. Course guides to include tools that make objective based learning easier to manage. Tools include evaluation instruments, examples of corrective extension activities, and lists of teaching resources.

What contribution might other Network members or Laboratories make?

1. Contribute to the creation of bibliography dealing with constructing criterion tests.

2. Help in planning a training program for writers of course guides in test construction.

3. Contribute to the creation of an evaluative guide to be used by persons writing course guides.

Topic 2: Staff Appraisal

Project Description and Planned Accomplishments

The Omaha Public School District is studying staff appraisal systems and is planning to introduce a new system in the near future.

What contribution might other Network members or Laboratories make?

Provide information regarding staff appraisal systems that incorporate research findings on effective schools and effective teaching.

Topic 3: Implications Dealing with Adoption of Newly Normed Standardized Tests

Project Description and Planned Accomplishments

The Omaha Public Schools will adopt the revised version of its current standardized test during the 1985-86 school year. Before test results are presented to persons inside and outside the district, a plan for educating these publics as to the effects new norms may have on reported student performance will be devised.

What contribution might other Network members or Laboratories make?

Provide information on this topic.

OMAHA PUBLIC SCHOOLS

Topic	Rank
Evaluation Instruments for Measuring Accomplishment of Learning Outcomes	1
Staff Appraisal	2
Implications Dealing with Adoption of Newly Normed Standardized Tests	3

KANSAS CITY PUBLIC SCHOOLS

Topic	Rank
Effective Schools/School Effectiveness	1
High School Reform and Improvement	2
Staff Development Practices/Programs	3
Curriculum Alignment	4
Competency Testing/Performance Evaluation	5
Basic Skills/Job Ready Skills	6
Higher Order Skills	7
Technology and Applications	8

KANSAS CITY PUBLIC SCHOOLS

Topic 1: Effective Schools/School Effectiveness

Project Description and Planned Accomplishments

After a year of planning, the 1984-85 school year was the first for implementing the improvement plans that had been developed. The six schools in the project have focused on the six components of the model (curriculum alignment, instruction, leadership, expectations, school climate, and parent involvement). The project has its own coordinator, reading resource teacher, continuous staff development throughout and strong evaluation component.

What contribution might other Network members or Laboratories make?

Provide technical assistance. Meet with local staff to discuss similar projects and work together to solve problems.

Topic 2: High School Reform and Improvement

Project Description and Planned Accomplishments

Several projects are too new to discuss but the one that is completing its second year is SWAS (School Within A School). The SWAS program is in 5 high schools and involves working with the lowest 9th grade achievers in Reading, Math, English, and Social Studies. The project has its own resource teacher and is provided consultant help by UMKC and other outside staff. SWAS is a student centered intervention program designed for a targeted population of students within a school.

What contribution might other Network members or Laboratories make?

The SWAS program has its consultant, however, other secondary school improvement efforts are to be forthcoming and contact and discussion with others with similar interests would be most valuable.

Topic 3: Staff Development Practices/Programs

Project Description and Planned Accomplishments

The staff development program in the school district has been quite extensive. Personnel at all levels have been involved. The teacher staff development part has been and still is evolving. The long range goal is to establish a district-wide assessment and human resource development system that will provide options and opportunities for all persons working in the district to improve and expand their knowledge and skills as professionals in their field of work.

What contribution might other Network members or Laboratories make?

Contact with other districts with extensive staff development programs would be most useful and helpful.

Topic 4: Curriculum Alignment

Project Description and Planned Accomplishments

Curriculum alignment in the school district is objective based and is taking place at both the district and school level. The emphasis at this time is in reading and mathematics, K-12. The ultimate goal is to establish district K-12 objectives in all major content areas and to align teacher instructional materials with these objectives.

What contribution might other Network members or Laboratories make?

Contact with other agencies who have or are involved with curriculum alignment would be most useful and helpful.

Topic 5: Competency Testing/Performance Evaluation

Project Description and Planned Accomplishments

At present, the district does not and has no program set up to test teacher competency. There may be sufficient interest to do so. Teacher performance and student competencies and performance are assessed and evaluated. However, these assessments and evaluations are in the process of being changed and broadened. The state of Missouri is also expanding its program of student evaluation and assessment.

What contribution might other Network members or Laboratories make?

Contact and communication with other agencies who have competency testing and/or performance evaluation programs or who are interested in establishing such a program would be most valuable.

JEFFERSON COUNTY PUBLIC SCHOOLS (Louisville, KY)

Topic	Rank
Educational Excellence (Public Knowledge & Perception of)	1
Facility Improvement (Science/High Tech Especially)	2
Business-School Partnerships	3
Instructional Personnel Improvement	4
Basic Skill Maintenance and Improvement	5

CHICAGO PUBLIC SCHOOLS

Topic	Rank
Combatting the High School Dropout Problem	1
Strengthening the High School Program	2
Inservicing Elementary Mathematics and Science Teachers	3
Piloting Reasoning (Thinking) Skills Programs	4
Piloting on the Elementary and Secondary School Level the Paideia Program	5

CHICAGO PUBLIC SCHOOLS

Topic 1: Combatting the High School Dropout Problem

Project Description and Planned Accomplishments

Chicago, like many large cities, has been working to develop a comprehensive definition of the term "dropout" with adequate leaver subcategories. This is presently being done with the assistance of other educational regions statevide. In addition, dropout reduction includes more flexibility in school scheduling, greater interaction with parents, summer and evening programs, and in-school supervision rooms that keep within the school building the potential dropout or habitual absentee/-truant who has disciplinary problems. The planned accomplishment is a decrease in school leaver rates.

What contribution might other Network members or Laboratories make?

It would help us to know what other cities are doing with this problem.

Topic 2: Strengthening the High School Program

Project Description and Planned Accomplishments

Budgetary deficits and resultant program cutbacks not withstanding, the Chicago Public Schools have moved ahead on a broad front to strengthen programmatic and delivery aspects of secondary (grades 9-12) school instruction. Some of the early thrusts have been English with Support and Algebra with Support. These are high school credit courses meeting 15 times every two weeks instead of the usual ten times so that 9th grade students working between one and two years below grade level in reading and math might have extra time-on-task with the classroom teacher in addition to the regular class meetings to clear up learning problems as they occur.

What contribution might other Network members or Laboratories make?

It would be helpful to know what other cities are doing to make high school more effective.

Topic 3: Inservicing Elementary Mathematics and Science Teachers

Project Description and Planned Accomplishments

Strengthening intermediate and upper grade elementary teachers in mathematics and science through additional "endorsement" inservice courses, it is felt, will better prepare elementary school pupils to handle secondary school mathematics and science.

What contribution might other Network members or Laboratories make?

It would be helpful to know what other cities are doing along these lines.

Topic 4: Piloting Reasoning (Thinking) Skills Programs

Project Description and Planned Accomplishments

The Chicago Public Schools Reasoning Skills Project aims to improve reasoning skills of eleventh and twelfth grade students by integrating five reasoning proficiencies into the mathematics and English curriculum. The five reasoning proficiencies are-- observation, inference, generalization, organization, and evaluation.

Participating teachers receive intensive staff development.

The program compares the progress of project students with that of similar students in a control group. Other cities involved in this program are New York, Detroit, San Francisco, Minneapolis, and Memphis.

Topic 5: Piloting on the Elementary and Secondary School Level the Paideia Program

Project Description and Planned Accomplishments

The Chicago Public Schools Paideia Program implements a liberal arts and sciences curriculum in four pilot schools. Based upon the 1982 Adler Paideia Proposal: An Educational Manifesto, the program puts into practice three methods of teaching--didactic instruction, coaching or supervised practice, and Socratic questioning.

Presently the program impacts 800 high school students and 1,600 elementary school students. The program compares the progress of Paideia students in the area of achievement, reasoning skills, and attitudes with that on non-Paideia students.

A strong component of Paideia is extensive teacher inservice. Teachers and principals involved in Paideia will, for the second summer, attend an eight-week program in Socratic techniques of teaching at St. John's college, Santa Fe, New Mexico.

What contribution might other Network members or Laboratories make?

It would be helpful to know what other cities are doing along these lines.

CLEVELAND PUBLIC SCHOOLS

Topic	Rank
Desegregation	1
Reading	2
Attendance/Dropouts	3
Discipline	4
Effective Schools/School Improvement	5

CLEVELAND PUBLIC SCHOOLS

Topic 1: Desegregation

Project Description and Planned Accomplishments

Reach compliance with the Remedial Order of the Federal District Court

What contribution might other Network members or Laboratories make?

Share experiences, ideas

Topic 2: Reading

Project Description and Planned Accomplishments

Raise reading scores generally. Reach parity for all racial/ethnic groups at all grade levels.

What contribution might other Network members or Laboratories make?

Share experiences, ideas

Topic 3: Attendance/Dropouts

Project Description and Planned Accomplishments

Improve attendance, "holding power" of schools, particularly high schools.

What contribution might other Network members or Laboratories make?

Share experiences, ideas

Topic 4: Discipline

Project Description and Planned Accomplishments

Need to reduce suspensions, use corporal punishment

What contribution might other Network members or Laboratories make?

Share experiences

Topic 5: Effective Schools/School improvement

Project Description and Planned Accomplishments

Use research literature, experience with "Project Reform" in Cleveland to improve all schools.

What contribution might other Network members or Laboratories make?

Discuss, share

C. Summary: May Tri-Network Meeting

Summary
Urban Education Tri-Network Meeting/Conference
Embassy Suites Hotel
St. Paul, Minnesota
May 19 - 21, 1985

The first meeting and conference of the Urban Education Tri-Network was held at the Embassy Suites in St. Paul, Minnesota May 19-21, 1985. The meeting and conference were co-hosted by the Minnesota Department of Education and St. Paul Public Schools, and were sponsored by the Appalachia Educational Laboratory (AEL), the Mid-continent Regional Educational Laboratory (McREL), and the North Central Regional Educational Laboratory (NCREL). The conference theme was "higher order thinking skills," a high priority topic selected by the Tri-Network Advisory Committee. A copy of the agenda is included as Attachment A.

The meeting was opened at 1:30 p.m., May 19th by Allen Zondlak, Chair, Tri-Network Advisory Committee. Welcoming Network members and guests to St. Paul were David Bennett, Superintendent, St. Paul Public Schools; Len Nachman, Minnesota Department of Education; and Tom Olson, Executive Director, NCREL. Brief introductions by all participants were made followed by an overview of the agenda and a "network status report" provided by Allen Zondlak.

Each laboratory provided a 20-minute summary of their major program efforts. Mabel Lee presented an overview of all of AEL's program areas. Clare Heidema presented an orientation to McREL's Comprehensive School Mathematics Program. Tom Olson and Beau Fly Jones described NCREL's mission, goals, and major program areas. Laboratory presentations were followed by Network-member updates. Network representatives presented brief descriptions of important program initiatives undertaken by their agencies. At 5:00, participants attended a reception hosted by the Embassy Suites.

The evening session was opened at 6:30 p.m. with a catered dinner. Participants were once again welcomed to St. Paul by David Bennett, Len Nachman, and Tom Olson. At 7:45, Beau Fly Jones, NCREL, introduced Dr. Reuven Feuerstein, the keynote speaker. Dr. Feuerstein's presentation was titled "Higher Order Thinking Skills for Retarded and Low Achieving Performers." Feuerstein is Director, Hadassah-WIZO-Canada Research Institute in Jerusalem, Israel and is Professor of Education, the Bar Ilan University. Dr. Feuerstein's work has focused on the causation, prevention, and alleviation of low cognitive performance, particularly in children and adolescents. A question and answer period followed the presentation. Copies of several of the papers he distributed are included as Attachment B.

At 9:00 p.m., Dr. Don McCarthy, Director of Research, Evaluation, and Development for Akron Public Schools, shared his skills as a magician with the group. Dr. McCarthy is the author of Fun With Science Magic and other books that uncover the "magic" in the principles of mathematics and science.

Day 2 of the conference consisted of 4 speakers and a panel discussion. The morning session was chaired by Dr. Joyce Weddington, Director, Compensatory Education Program, Memphis City Schools. The first speaker was Dr. Ronald S. Brandt, Executive Editor of Educational Leadership, the Journal of the

Association for Supervision and Curriculum Development. Dr. Brandt's address was titled "Issues in the Teaching of Thinking." A copy of the paper summarizing his remarks is included as Attachment C. The second speaker, Dr. Arthur L. Costa, is Professor of Educational Administration, California State University. A copy of Dr. Costa's paper is included as Attachment D.

The afternoon session was chaired by Joan Solomon, Director of Urban Education, Missouri Department of Elementary and Secondary Education. The first speaker for the afternoon was Dr. Thomas H. Estes, Associate Professor, McGuffey Reading Center, University of Virginia. Dr. Estes presented "Reading and Thinking in the Content Areas." Dr. Estes' presentation was followed by a presentation on "California's Assessment of the Critical Thinking Skills in History and Social Science," by Dr. Peter Kneedler, Consultant to the California Assessment Program, California State Department of Education. A copy of one of Dr. Kneedler's handouts is included as Attachment E.

A panel discussion, "School and State Applications of Higher Order Thinking Skills" was chaired by Dr. Beau Fly Jones, NCREL. Participating in the discussion were: Dr. Ruth Randall, Commissioner of Education, Minnesota Department of Education; Dr. David Bennett, Superintendent, St. Paul Public Schools; Dr. Evelyn Luckey, Assistant Superintendent, Elementary Schools, Columbus Public Schools; and Dr. Zulfi Ahmad, Assistant Director, Resource Planning and Development, Cincinnati Public Schools. Following the panel discussion, participants adjourned for a reception sponsored by Embassy Suites.

The final day of the conference began with presentations from representatives of the hosting agencies. Mr. Gary Park, Assistant to the Superintendent for Legislation, St. Paul Public Schools introduced Dr. Erma McGuire, Assistant Superintendent for Curriculum and Instruction, St. Paul Public Schools. Dr. McGuire presented "What's New in St. Paul Public Schools?" Dr. McGuire's presentation was followed by a presentation on "Technology and Higher Order Thinking Skills" made by Dr. Gil Valdez, Manager, Technology and Curriculum Integration, Minnesota Department of Education. Dr. Valdez was introduced by Dr. Dwight Lindbloom, Assistant Commissioner, Program Effectiveness, Minnesota Department of Education.

Following a short break, the Tri-Network held a brief business meeting. A summary of the 1985 priorities survey was distributed and discussed. A copy of the summary is included as Attachment F. The highest priority for the year was "Children At Risk" which will serve as the theme for the next Network meeting/conference. This meeting will be held sometime in early December. The Tri-Network Advisory Committee will meet in early September in Charleston, West Virginia. Other discussion items included the Network Directory, Sharing Successes Across Network Institutions: A Status Report, and CONFER (a computer conferencing system operated by Michigan State University. The business meeting was followed by a catered lunch. Concluding remarks were made by Dr. Ruth Randall, Dr. David Bennett, and Dr. Tom Olson.

Copies of other materials distributed are included as Attachment G. A list of participants is included as Attachment H.

Following the meeting, evaluation forms were sent to all Network members to get their perceptions of the quality and usefulness of the meeting. A summary of the results are included as Attachment I.

HIGHER ORDER THINKING SKILLS

Progams, Practices, Issues

An Urban Education Tri-Network Conference

May 19 - 21, 1985

St. Paul, Minnesota

Hosted By

St Paul Public Schools

and

Minnesota Department of Education

Sponsored By

AEL	McREL	NCREL
Appalachia Educational Laboratory	Mid-continent Regional Educational Laboratory	North Central Regional Educational Laboratory

Supported by

The National Institute of Education

AGENDA

Sunday, May 19

1:00 - 1:30 Registration
Materials Display
Informal Information Sharing

1:30 - 1:55 WELCOMES, INTRODUCTIONS

Presiding: Allen Zondlak, Chair
Network Advisory Committee
Director of Research, Development, and Coordination
Detroit Public Schools

Welcomes

David Bennett, Superintendent
St. Paul Public Schools

Len Nachman, Evaluation Supervisor
Minnesota Department of Education

Ruth Randall, Commissioner of Education
Minnesota Department of Education

Tom Olson, Executive Director
North Central Regional Educational Laboratory

Introductions

All Participants

1:55 - 2:15 OVERVIEW OF THE AGENDA AND NETWORK STATUS REPORT

Allen Zondlak, Chair
Network Advisory Committee

2:15 - 3:15 OVERVIEW OF LABORATORY PROGRAMS

Mabel Lee, Research and Development Specialist
Appalachia Educational Laboratory

Sharon Koenigs, Director, Urban Education
Clare Heidema, Director, CSMP
Mid-continent Regional Educational Laboratory

Beau Fly Jones, Director
Instructional Development
North Central Regional Educational Laboratory

3:15 - 3:30 Break

3:30 - 5:00 NETWORK MEMBER UPDATES

5:00 - 5:30 Break

5:30 - 6:30 RECEPTION

6:30 - 9:00 DINNER MEETING

Presiding: Allen Zondlak, Chair
Network Advisory Committee

6:30 Dinner

7:15 Welcomes

David Bennett, Superintendent
St. Paul Public Schools

Len Nachman, Evaluation Supervisor
Minnesota Department of Education

Ruth Randall, Commissioner of Education
Minnesota Department of Education

Tom Olson, Executive Director
North Central Regional Educational Laboratory

7:45 Keynote Address

Introduction: Beau Fly Jones Director
Instructional Development
NCREL

"HIGHER ORDER THINKING SKILLS FOR RETARDED AND LOW ACHIEVING PERFORMERS"

Dr. Reuven Feuerstein
Hadassah-Wizo Canada Research Institute
Jerusalem, Israel

Professor, School of Education
Bar Ilan University

8:30 Questions, Discussion

9:00 Adjournment

9:00 "FUN WITH SCIENCE MAGIC"

Dr. Don McCarthy, Magician and Author
and
Director of Research, Evaluation, and Development
Akron Public Schools

Monday, May 20

8:30 - 9:00 Materials Display
Informal Information Sharing

9:00 - 10:00 SESSION #1

Presiding: Joyce Weddington, Director
Compensatory Education Program
Memphis City Schools

"ISSUES IN THE TEACHING OF THINKING"

Ronald S. Brandt, Executive Editor
Educational Leadership
Journal of the Association for Supervision
and Curriculum Development

10:00 - 10:20 Questions, Discussion

10:20 - 10:40 Break

10:40 - 11:40 SESSION #2

Presiding: Joyce Weddington, Director
Compensatory Education Program
Memphis City Schools

"CONDITIONS IN THE CLASSROOM THAT WILL
ENCOURAGE HIGHER ORDER THINKING"

Dr. Arthur L. Costa
Professor of Educational Administration
California State University

11:40 - 12:00 Questions, Discussion

12:00 - 1:00 CATERED LUNCH

1:00 - 1:30 **Materials Display**
Informal Information Sharing

1:30 - 2:30 SESSION #3

Presiding: Joan Solomon, Director
Urban Education
Missouri Department of Elementary
and Secondary Education

"CALIFORNIA'S ASSESSMENT OF THE CRITICAL THINKING SKILLS IN HISTORY AND SOCIAL SCIENCE"

Dr. Peter Estabrook Kneedler
Division of Planning, Evaluation, and Research
California State Department of Education
Consultant to the California Assessment Program

2:30 - 2:45 Break

2:45 - 3:45 SESSION #4

Presiding: Joan Solomon, Director
Urban Education
Missouri Department of Elementary
and Secondary Education

Introduction: Beau Fly Jones, Director
Instructional Development
NCREL

"READING AND THINKING IN THE CONTENT AREAS"

Dr. Thomas H. Estes
Associate Professor
McGuffey Reading Center
School of Education
University of Virginia

3:45 - 4:00 Break

4:00 - 5:00 SESSION #5: PANEL DISCUSSION

"SCHOOL AND STATE APPLICATIONS OF HIGHER ORDER THINKING SKILLS"

Presiding: Beau Fly Jones, Director
Instructional Development
NCREL

Dr. Ruth Randall, Commissioner of Education
Minnesota Department of Education

Dr. David Bennett, Superintendent
St. Paul Public Schools

Dr. Evelyn Luckey
Assistant Superintendent, Elementary Schools
Columbus Public Schools

5:00 - 5:30 Questions, Discussion

5:30 - 7:00 Reception

7:00 Dinner (on your own)

Tuesday, May 21

8:30 - 9:00 Materials Display
Informal Information Sharing

9:00 - 9:45 SESSION #6

Introduction: Mr. Gary Park
Assistant to the Superintendent
for Legislation
St. Paul Public Schools

"WHAT'S NEW IN ST. PAUL PUBLIC SCHOOLS?"

Dr. Erma McGuire
Assistant Superintendent for Curriculum
and Instruction
St. Paul Public Schools

9:45 - 10:30 SESSION #7

Introduction: Dr. Dwight Lindbloom
Assistant Commissioner
Program Effectiveness
Minnesota Department of Education

"TECHNOLOGY AND HIGHER ORDER THINKING SKILLS"

Dr. Gil Valdez, Manager
Technology and Curriculum Integration
Minnesota Department of Education

10:30 - 10:45 Break

10:45 - 12:00 NETWORK BUSINESS

Priorities
Network Directory
Sharing Successes Across Network Institutions
CONFER
Planning for the Future
Other Business

12:00 - 1:00 CATERED LUNCH

Closing Remarks

David Bennett, Superintendent
St. Paul Public Schools

Ruth Randall, Commissioner
Minnesota Department of Education

Tom Olson, Executive Director
North Central Regional Educational Laboratory

1:00 Adjournment

DR. REUVEN FEUERSTEIN

Dr. Reuven Feuerstein is a distinguished scholar, researcher, and clinician of international reputation. He has authored numerous publications in the area of cognitive learning and development. Dr. Feuerstein is Director, Hadassah-WIZO-Canada Research Institute in Jerusalem, Israel, a position he has held since 1964. Since 1975 Feuerstein has held the title of Professor of Education at the Bar Ilan University, and he directs the Youth Aliyah-Hadassah-WIZO-Canada Child Guidance Clinic.

Feuerstein was graduated with a Ph.D. in Developmental Psychology from the Sorbonne, Paris, in 1970. He received degrees in both General Psychology and Clinical Psychology from the University of Geneva in 1952. In addition to the responsibilities mentioned above, Feuerestein is an Adjunct Professor of the George Peabody College of Vanderbilt University in Nashville. He has served as a Visiting Professor at Yale University as well as Distinguished Visiting Scientist at the University of Alberta in Edmonton, Canada.

Dr. Feuerstein's work has focused on the causation, prevention, and alleviation of low cognitive performance, particularly in children and adolescents. Instrumental Enrichment, a training program developed by Feuerstein, was originally used with children showing retarded performance, but it has proven effective with upper elementary and secondary students at all levels of intellectual development as well.

DR. RONALD S. BRANDT

Dr. Ronald S. Brandt is Executive Editor of Educational Leadership, the Journal of the Association for Supervision and Curriculum Development (ASCD). He is also responsible for other ASCD publications and video presentations.

Dr. Brandt was graduated with a Doctor of Education degree in Educational Administration from the University of Minnesota in 1970. He received his Bachelors of Science degree in English from the University of Nebraska in 1955 and his Master of Arts degree in Education from Northwestern University in 1960. Brandt has served as Associate Superintendent for Instruction for Lincoln Public Schools, Lincoln, Nebraska; as Director of Staff Development for the Minneapolis Public Schools; and as Program Coordinator for the Upper Midwest Regional Educational Laboratory formerly housed in Minneapolis. Brandt served as a Teacher-Consultant for the Northern Nigeria Teacher Education Project in Maiduguri, Nigeria, and held both teaching and administrative positions with the Racine, Wisconsin, Unified School District.

Dr. Brandt's work has focused on curriculum, instruction, and supervision in elementary, middle, and secondary schools. He has a broad understanding of theories, programs, and practices designed to improve teaching and learning in school settings and is a recognized authority in the area of school improvement.

DR. ARTHUR L. COSTA

Dr. Arthur L. Costa is currently Professor of Education and has served as Chair of the Department of Educational Administration at California State University, Sacramento, California, where he teaches graduate courses to teachers and administrators in curriculum, supervision, and improvement of instruction. Costa is the editor of the ASCD resource book on thinking skills. He has authored several books including Enabling Behaviors, Basic Teaching Behaviors, and Supervision for Intelligent Teaching, as well as numerous other publications on supervision and teaching strategies.

Costa received his Doctor of Education degree in Curriculum and Instruction from the University of California, Berkeley, in 1969. He received his Bachelor and Master of Science degrees in Education from the University of Southern California in 1953 and 1958 respectively. He has served as a teacher in the Bellflower School District; as a Curriculum Consultant in the Los Angeles County Superintendent of School's Office; as Assistant Superintendent, Sacramento County Superintendent of Schools Office; and as Director of Educational Programs for the National Aeronautics and Space Administration in Santa Monica, California. Dr. Costa has been active in many professional organizations.

Dr. Costa has made presentations and has conducted workshops for educators throughout the United States and in Canada, Europe, Africa, Asia, and the South Pacific. He is currently program chairman for the 1986 ASCD Conference to be held in San Francisco.

DR. PETER KNEEDLER

Dr. Peter Estabrook Kneedler is currently a Research and Evaluation Consultant for the California State Department of Education. Dr. Kneedler has responsibility for the development of statewide assessment programs in history and social science including the identification and definition of critical thinking skills in the history and social sciences area; the coordination of a statewide assessment advisory committee; maintenance of continuous liaison with critical thinking advisors of national stature; and the development of comprehensive procedures for the evaluation of educational delivery systems.

Dr. Kneedler received his Ph.D. in Educational Administration from Stanford University in 1975. He received both his M.A. in Organizational Studies and A.B. in Psychology degrees from Stanford in 1972 and 1956 respectively. He holds both secondary and post-secondary credentials and a credential for a person of eminence in California.

For the last several years, Dr. Kneedler has specialized in the identification and assessment of critical thinking skills. He has conducted over 300 workshops on the California Assessment Program and critical thinking skills for personnel in school districts, county offices, colleges and universities, and at professional conferences. He has authored 20 state publications on evaluation projects, nine journal articles on educational technology, and has produced over 100 educational television programs and eight sound/slide programs on evaluation subjects.

DR. THOMAS H. ESTES

Dr. Thomas H. Estes is currently Associate Professor, the McGuffey Reading Center, School of Education, at the University of Virginia. Dr. Estes is nationally recognized in the areas of reading research and learning strategies.

Dr. Estes received his Ph.D. in Reading Education from Syracuse University in 1970 where he also received an M.A. in Reading Education in 1966. Estes received his B.S. in Secondary Education from North Texas State University in 1963. Prior to joining the faculty at the University of Virginia, Dr. Estes served as a researcher and reading clinician at Syracuse University. He has experience as a reading specialist through the Fabius Central Schools in Fabius, New York, and he served as a teacher of English and Reading at the W. B. Ray High School, Corpus Christi, Texas.

Dr. Estes is active in a variety of professional associations including the American Educational Research Association, the International Reading Association, the National Council of Teachers of English, and the National Reading Conference. He has served on the Editorial Advisory Boards of the Journal of Reading, the National Reading Conference Yearbook, the Reading Research Quarterly, and Reading in Virginia: The Journal of the Virginia State Reading Association. Estes has authored and co-authored numerous publications and professional papers in the areas of teaching and learning strategies, particularly in the content areas.

DR. RUTH E. RANDALL

Dr. Ruth E. Randall serves as Commissioner of Education, the Minnesota Department of Education. Dr. Randall provides leadership to and management of the state public education system including its 436 school districts, a budget of 2.4 billion for the biennium, and a statewide professional staff of more than 45,000.

Dr. Randall received her Doctor of Education Degree in Educational Administration from the University of Nebraska at Lincoln in 1976. She received an M.S. degree in Elementary School Administration from the University of Nebraska at Omaha and a B.S. degree in Elementary Education from the University of Omaha. Prior to accepting the appointment as Commissioner of Education for Minnesota, Dr. Randall held a variety of administrative positions in education including Superintendent of Schools, Independent School District #196 in Rosemont, Minnesota; Deputy Superintendent and Assistant Superintendent of Personnel for Independent School District #196; and Elementary Principal, Assistant Principal, and Supervisor of Teachers for Omaha Public Schools. Her teaching experience extends across grades K-8 and graduate level courses in education.

Dr. Randall is active in many professional organizations at national and local levels. At the state level in Minnesota, she is a member of the Governor's Cabinet, Chair of the Governor's Subcabinet on Education and Cultural Affairs, Secretary of the State Board of Education, and a member of 22 other state-level commissions and task forces. She plays a leadership role on similar committees at the regional and national levels.

DR. DAVID A. BENNETT

Dr. David A. Bennett is Superintendent of Schools for St. Paul Public Schools in St. Paul, Minnesota. Dr. Bennett joined the St. Paul district in 1984 after serving for more than eight years as Deputy Superintendent, Milwaukee Public Schools.

Dr. Bennett received his Ph.D. in General Educational Administration from the University of Iowa in 1971. He received his M.A. degree in General Educational Administration and his B.A. degree in English from the University of Iowa in 1968 and 1967 respectively. Bennett has a broad range of administrative and teaching experiences. Prior to becoming Deputy Superintendent of the Milwaukee Public Schools, he served as General Assistant to the Superintendent and as an administrator in the Division of Planning and Long-range Development. His teaching experience is at the secondary level. Dr. Bennett is active in several professional organizations including the American Association of School Administrators, the American Educational Research Association, and Phi Delta Kappa. Bennett was selected by the Milwaukee Junior Chamber of Commerce as Milwaukee's Outstanding Young Educator in 1979 and as Wisconsin's Outstanding Young Man for 1980. He was selected by the Milwaukee Journal as one of Wisconsin's 80 Leaders for the 80's.

Dr. Bennett's areas of special interest and experience include school integration, magnet schools, school effectiveness, and educational adequacy. He has served as a consultant and expert witness in several court-ordered desegregation cases.

DR. EVELYN FOREMAN LUCKEY

Dr. Evelyn Foreman Luckey is Assistant Superintendent, Elementary Schools for Columbus Public Schools, Columbus, Ohio. Dr. Luckey serves as a member of the Superintendent's cabinet with line responsibility for 82 elementary schools.

Dr. Luckey received her Ph.D. in Curriculum and Instruction and Early and Middle Childhood Education from Ohio State University in 1970. Her B.A. and M.A. degrees in English Education and Psychology were also received from Ohio State. Additional graduate studies in curriculum and instruction and educational administration were completed at Ohio State and at Columbia University. Prior to her current position, Dr. Luckey held other administrative positions with Columbus Public Schools including Assistant Superintendent, Instructional Services; Executive Director, Elementary Education; Evaluation Assistant; Elementary Teacher; and Language Development Teacher. Luckey has also held Assistant Professor positions at the Ohio State University where she taught graduate and undergraduate courses in early childhood education, child development, language and cognition development, research, and curriculum development.

Dr. Luckey is the recipient of numerous professional awards including a listing in Who's Who in Black America. She is active in a variety of professional organizations including the International Reading Association, the National Association for the Education of Young Children, the National Council of Teachers of English, the Association for Supervision and Curriculum Development, the American Association of School Administrators, and the National Alliance of Black School Administrators.

Participants
Tri-Network Meeting
Embassy Suites Hotel
St. Paul, Minnesota
May 19-21, 1985

Network Members

AEL: Reece Little, Jefferson County Public Schools
Joyce Weddington, Memphis City Schools

McREL: Barbara Ahrens, Denver Public Schools
A.W. Dirks, Wichita Public Schools
Evelyn Lavaty, Nebraska Department of Education
Paul Malcom, Omaha Public Schools
James Roleke, The School District of Kansas City, Missouri
Joan Solomon, Missouri Department of Elementary and Secondary Education

NCREL: Bill Bean, Iowa Department of Public Instruction
Dave Bennett, St. Paul Public Schools
Sue Donielson, Des Moines Public Schools
Tim Giles, Indiana Department of Public Instruction
John Grate, Cincinnati Public Schools
Gerard Heing, Chicago Public Schools
Wally Hoffman, Indianapolis Public Schools
Evelyn Luckey, Columbus Public Schools
Don McCarthy, Akron Public Schools
JoAnn McMahon, St. Paul Public Schools
Len Nachman, Minnesota Department of Education
Tom Stefonek, Wisconsin Department of Public Instruction
Sheadrick Tillman, Illinois State Board of Education
Allen Zondlak, Detroit Public Schools

Network Member Guests

Zulfi Ahmad, Cincinnati Public Schools
June Dirks, Wichita Public Schools
Lynne Stinnette, Chicago Public Schools

Other Guests

Minnesota Department of Education: Laura Kiscaden
Dwight Lindbloom
Marlys Peters
Ruth Randall
Barry Shaffer
Gilbert Valdez

St. Paul Public Schools:	Janet Anderson
	Harlan Balken
	Phyllis Byers
	Giordon Cherveny
	Oliver Courtemanche
	Sharon Cox
	Bernard K. Dailey
	Ann DeGree
	Margo Fox
	Gordi Grant
	Charles Hagen
	Rita Hanle
	Dolores Henderson
	Wayne Jennings
	Claire Jensen
	Dennis Jensen
	Shirley Kaiser
	Cy Koster
	Carol LeDuc
	Jim LeDuc
	Erma McGuire
	Wanda Miller
	Gary Park
	Charmaine Robinson
	Ann Rosten
	Joyce Shelton
	Joan Sneuron
	Carole Snyder
	Kathleen Stuart
	Kenneth Tate
	Joanne Ventura
	Barbara Winthrop
	Sherman Winthrop
Mounds View Public Schools:	Linda Eilers
	Carol Kluznik
	Henry Panowitsch
	Barb Peterson
	Cynthia Vars-Shaffer
	Colleen Wamback
St. Louis Park Public Schools:	Bob Erickson
	Roberta Black
	Ruth Hansen
	Carl Holmstrom
University of Minnesota:	Mini Goldstein
	Diane Lassman
CESA #4, Wisconsin:	Carol Nelson
	Linda Schwartz

University of Wisconsin:	Nancy McKinley
St. Cloud State:	Bruce Romanish
University of Iowa:	David Lohman
Minneapolis Public Schools:	Nan Fraser
Mora Public Schools:	Bob Lanoue

Staff

Mabel Lee, AEL

Clare Beidena, McREL
Sharon Koenigs, McREL

Beau Fly Jones, NCREL
Tom Olson, NCREL

Consultants

Ronald Brandt, ASCD
Arthur Costa, California St te University
Thomas Estes, University of Virginia
Reuven Feuerstein,, Hadassa WIZO Canada Research Institute, Jerusalem
Peter Kneedler, California epartment of Education

EVALUATION SUMMARY
URBAN EDUCATION TRI-NETWORK MEETING
ST. PAUL, MINNESOTA
MAY 19 - 21, 1985

Participants were asked to rate the quality and usefulness of the following general aspects of the meeting and the following specific meeting sessions on a 1 to 5 scale (5 = Excellent; 1 = Poor). A summary of the responses (N = 18) follows.

Overall Organization	4.83
Presentations	4.50
Facilities	4.89
Information Sharing/Networking	4.11
Overview of Laboratory Programs	3.81
Network Member Updates	3.81
"Higher Order Thinking Skills for Retarded and Low Achieving Performers" (Feuerstein)	4.71
"Fun With Science Magic" (McCarthy)	4.67
"Issues in the Teaching of Thinking" (Brandt)	4.82
"Conditions in the Classroom That Will Encourage Higher Order Thinking" (Costa)	4.94
"Reading and Thinking in the Content Areas" (Estes)	3.94
"California's Assessment of the Critical Thinking Skills in History and Social Science" (Kneedler)	3.65
"School and State Applications of Higher Order Thinking Skills" (Randall, Bennett, Luckey)	3.53
"What's New in St. Paul Public Schools?" (McGuire)	3.87
"Technology and Higher Order Thinking Skills" (Valdez)	3.93
Network Business Meeting	4.29

COMMENTS:

The facilities were superior!

(Estes) was evangelistic. A preacher and performer. Not my cup of tea!

Overall, one of our best shows.

The conference was extremely well organized. The presentations on higher order thinking skills were excellent and on-target for addressing a high priority need of urban schools. The Tri-Network concept worked exceedingly well. I am enthusiastically optimistic that the urban education network will continue to serve as an important force for our respective institutions in improving the quality of learning in urban schools.

Network Member Updates:

- More! More!
- Need more time.
- Too hurried.
- We did not hear all of them. We need more time for this activity.

Information on thinking skills was timely and well-done by presenters overshadowing other good portions of the program--as well as usual "networking" that takes place at our meetings. Overall--our best meeting in years, excluding Snowmass.

Not enough time available for information sharing/networking.

It was a terrific, useful, interesting meeting. Well planned and organized. I missed the opportunity to get together in small interest groups for interactive discussion of some common interests or problems.

Overall--a very good meeting. Thanks for making it possible.

Good conference!

D. Agenda, Participants: September Tri-Network Advisory Meeting

Agenda
Urban Education Network Advisory Committee Meeting
Marriott Hotel
Charleston, West Virginia
September 9-10, 1985

September 9

12:00 - 1:00	Buffet Luncheon
1:00 - 1:15	Overview of the Agenda
1:15 - 2:00	AEL Highlights

Terry Eidell, Director
Appalachia Educational Laboratory

Jack Sanders, Director
Educational Services

2:00 - 2:15	McREL, NCREL Updates
2:15 - 3:15	Member Updates
3:15 - 3:30	Break
3:45 - 5:00	Network Purposes, Activities for the Future

Network Meetings
Priorities
Network Directory
Sharing Successes Across Network Institutions
Newsletters
Other Collaborative Activities
Follow-up to Thinking Skills Conference

5:00 - 5:30	Break
5:30 - 6:30	AEL Reception
6:30	Dinner on your own

September 10

8:00 - 8:30	Continental Breakfast
8:30 - 10:00	December Network Meeting
10:00 - 10:15	Break
10:15 - 10:45	CONFER
10:45 - 11:15	Advisory Committee Structure, Network Membership
11:15 - 12:00	Other Business
12:00	Adjourn

Participants
Urban Education Network Advisory Committee Meeting
Marriott Hotel
Charleston, West Virginia
September 9-10, 1985

David Bennett, St. Paul Public Schools
Terry Eidell, AEL
Mary Farley, AEL
John Grate, Cincinnati Public Schools
David Holzkam, AEL
Beau Fly Jones, NCREL
Sharon Koenigs, McREL
Mabel Lee, AEL
Evelyn Luckey, Columbus Public Schools
Pam Lutz, AEL
Len Nachman, Minnesota Department of Education
Sandy Orletsky, AEL
Jim Roleke, The School District of Kansas City, Missouri
Jack Sanders, AEL
Joan Solomon, Missouri Department of Elementary and Secondary Education
Tom Stefonek, Wisconsin Department of Public Instruction
Joyce Weddington, Memphis City Schools
Allen Zondlak, Detroit Public Schools

E. Data Collection Forms: Network Directory and Sharing Successes Across Network Institutions: A Status Report

URBAN EDUCATION NETWORK

Sponsored by

AEL
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400

McREL
470 N. Kirkwood Rd.
St. Louis, M) 63122
(314) 821-1700

NCREL
295 Emroy Avenue
Elmhurst, IL 60126
(312) 941-7677

MEMORANDUM

DATE: September 25, 1985

TO: Network Members

FROM: Beau Fly Jones, NCREL
Sharon Koenigs, McREL
Mabel Lee, AEL

SUBJECT: Network Directory Update

Attached are your listings in the 1984 Network Directory. Please take a few minutes to make additions/revisions including names, titles, addresses, telephone numbers. We will be including only listings for members and superintendents/chiefs this year. This measure will reduce our costs considerably. A section will be added to the directory that you can use to add additional listings of your choice. Please return your updates to Sharon by October 15th. A self-addressed envelope is included for your convenience.

Thank you again for your help. We look forward to seeing you in Louisville in December.

URBAN EDUCATION NETWORK

Sponsored by

AEL
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400

McREL
470 N. Kirkwood Rd.
St. Louis, MO 63122
(314) 821-1700

NCREL
295 Emroy Avenue
Elmhurst, IL 60126
(312) 941-7677

MEMORANDUM

DATE: September 25, 1985

TO: Network Members

FROM: Beau Fly Jones, NCREL
Sharon Koenigs, McREL
Mabel Lee, AEL

SUBJECT: Sharing Successes Across Network Institutions: A Status Report

Once again it is time to update the report of excellent programs, practices, services, etc. which are in operation in our three regions. Please review your current listings (attached). Elimination of the listings for your agency that are no longer in operation or available, revisions of descriptions currently included, and new additions to the report may be made on the attached forms. Please note that there are separate forms for programs/practices/services, for documents, and one for state department representatives who wish to list exemplary programs being implemented in non-urban settings that may have application for urban areas.

As you consider which listing to include, you might want to keep in mind those topics that were viewed as high priorities across the Network:

Children at Risk
Professional Development
Effective Schools
Basic Skills
Testing/Evaluation
Higher Order Thinking Skills

Please return the information to Sharon by November 1st. A return envelope is included for your convenience. Thank you for supporting the Network.

The following entries currently in the Status Report for my agency should be deleted from the next edition.

Form for Listing Documents

_____ This is a new entry to the Status Report

_____ This is a revision of a current listing

Agency: _____

Title of Document: _____

Brief Description: _____

For further information, contact: _____

_____

_____

_____

Form for Programs/Practices/Services

_____ This is a new entry to the Status Report

_____ This is a revision of a current listing

Agency: _____

Title of Program: _____

Brief Description:

Target audience: _____

_____

Number of individuals served: _____

_____

Number of schools served: _____

_____

Program staff required: _____

_____

Evaluation reports available: _____

_____

_____

_____

Descriptive materials available: _____

_____

_____

_____

_____

_____

_____

_____

For further information, contact: _____

_____

_____

State education agency representatives, please list exemplary programs of your choice which are implemented in non-urban settings, but may have application

Program/Project/Document	Contact Person/Address Telephone #

F. Draft Agenda: December Tri-Network Meeting

Tentative Agenda

December Network Meeting
Louisville, Kentucky
December 15 - 17, 1985

Sunday, December 15

1:00 - 1:30	Registration
1:30 - 1:45	Opening, Introductions
1:45 - 2:00	Welcome Kentucky Commissioner of Education Representative, Jefferson County Public Schools
2:00 - 2:15	Network Status Report Advisory Committee Report
2:15 - 3:00	Network Member Updates
3:00 - 3:15	Break
3:15 - 4:00	Network Member Updates
4:00 - 5:00	Presentations: Jefferson County Public Schools
5:00 - 5:30	Break
5:30 - 6:30	Reception
6:30 - 8:30	Dinner Keynote Address: "Dropouts: Issues and Practices" Dale Mann, Professor Department of Educational Administration

Monday, December 16

8:00 - 8:30	Continental Breakfast	
8:30 - 9:10:	Speaker #2:	"Instructional Risk" Patricia Milazzo Southwest Regional Educational Laboratory
9:10 - 9:50	Speaker #3:	"Richmond's Comprehensive Program" Ralph Dickens Richmond Public Schools
9:50 - 10:30	Speaker #4:	"Atlanta's Program" TBS
10:30 - 10:40	Break	
10:40 - 11:20	Speaker #5:	"The Milwaukee Study" John Witte
11:20 - 12:00	Speaker #6:	"The Cincinnati Project" TBS
12:00 - 1:00	Catered Lunch	
1:00 - 1:30	Break	
1:30 - 2:30	Small Group Sessions With Speakers	
2:30 - 3:30	Small Group Sessions Repeated	
3:30 - 3:45	Break	
3:45 - 5:00	Special Interest Group Meetings	
5:00 - 5:30	Break	
5:30 - 6:30	Reception	

Dinner on your own

Tuesday

8:00 - 8:30 Continental Breakfast

8:30 - 8:45 Welcome

Superintendent
Jefferson County Public Schools

8:45 - 10:15 Network Business Meeting

Small Group Reports
Laboratory Updates
Advisory Committee Structure
CONFER
Network Directory
Sharing Successes
Other Network Business

10:15 - 10:30 Break

10:30 - 11:30 Speaker: Dr. James Boyer, Professor
Kansas State University

"Human Realities: A Comprehensive Approach to Children At Risk"

11:30 - 1:30 Luncheon Session

11:30 - 12:30 Lunch

12:30 - 1:15 "All One System"

Harold Hodgkinson
Institute for Educational Leadership

1:15 - 1:30 Questions/Discussion

1:30 Adjourn

AKRON PUBLIC SCHOOLS

Topic	Rank
Getting May 7th Levy Passed	1
System-wide Curriculum Revision	2
School-Based Improvement Project	3
Wellness	4

AKRON PUBLIC SCHOOLS

Topic 1: Getting May 7th Levy Passed

Project Description and Planned Accomplishments

Akron developed a detailed plan to enlist support for its operating and building levies. If successful May 7, I will bring materials showing how we did it.

What contribution might other Network members or Laboratories make?

Share their strategies.

Topic 2: System-wide Curriculum Revision

Project Description and Planned Accomplishments

See attached "Curriculum Development Process" (5 Stages)

What contribution might other Network members or Laboratories make?

Share their approaches

Topic 3: School-Based Improvement Project

Project Description and Planned Accomplishments

Recognizes the need for each school to accept responsibility for improvement. Funded "High Schools for the Future" is enclosed.

An IDEA project develops supportive collegial leadership development that ties into School Improvement.

What contribution might other Network members or Laboratories make?

Share similar efforts

Topic 4: Wellness

Project Description and Planned Accomplishments

"Wellness" focuses upon improved health and lifestyles for youngsters and staff. Links with drug abuse, suicide prevention and sexuality.

NEBRASKA DEPARTMENT OF EDUCATION

Topic	Rank
Staff Development	1
Increasing State Support of Schools	2
Effective Schools	3
Technology	4
Basic Skills	5

MICHIGAN DEPARTMENT OF EDUCATION

Topic	Rank
School Dropouts	1
School Safety and Security	2
Teenage Pregnancy	3
School Financing	4

DETROIT PUBLIC SCHOOLS

Topic	Rank
Higher Order Thinking Skills	1
Technology, Especially use of Computers	2
School Effectiveness Research, including School Improvement	3
High School Improvement	4
Staff Development	5

DETROIT PUBLIC SCHOOLS

Topic 1: Higher Order Thinking Skills

Project Description and Planned Accomplishments

We are in the process of reviewing programs and practices nationally in the area of thinking and developing both short- and long-range plans to increase the teaching and learning of higher order thinking skills in all content areas K-12. We need to make choices regarding the use of existing commercial programs and materials and/or developing our own programs and materials.

What contribution might other Network members or Laboratories make?

Provide information on programs and/or practices used in other districts which have proven successful that might be applicable to our district.

Topic 2: Technology, Especially Use of Computers

Project Description and Planned Accomplishments

Our major thrust in technology is on the instructional uses of computers. A secondary thrust is on management uses. In addition, we are expanding our instructional television capabilities. We would like to maximize the utilization of these mediums, as well as other areas of high technology to allow us to use the technology for maximum impact on pupil learning. We would especially welcome ideas on ways to use computers most effectively for enhancing pupil learning.

What contribution might other Network members or Laboratories make?

Share information about the most effective ways to use computers for instructional purposes, and secondarily for management purposes. discuss the uses of the CONFER system of the University of Michigan and other similar means of communication via computers for network members and network institutions.

Topic 3: School Effectiveness Research, including School Improvement

Project Description and Planned Accomplishments

We are already doing much in the area of school effectiveness, but always are seeking to learn more of the most recent research and school improvement approaches in this area. All of our schools prepare school improvement plans incorporating effective schools research. Most schools use needs assessment instruments based on the research. We have some school improvement projects at the high school and middle school levels which focus on applying effective schools research to school improvement planning.

What contribution might other Network members or Laboratories make?

Continue to share information at meetings and through written materials on the most recent research and approaches to applying effective schools research in our schools. Much of this information can be shared through newsletters and periodic distributions of materials. This topic should always remain in the forefront of our network meeting and seminars.

Topic 4: High School Improvement

Project Description and Planned Accomplishments

We continue to emphasize the improvement of pupil learning in high schools as one of our highest priorities. Eight of our high schools have been participating in a Ford Foundation funded High School Improvement Project. We welcome additional ides to help improve all aspects of teaching and learning and the quality of life in our high schools.

What contribution might other Network members or Laboratories make?

Highlight approaches for improving pupil learning and the quality of life in high schools in meetings and in communication with members. Possibly a network meeting could focus on improving high schools in urban areas.

Topic 5: Staff Development

Project Description and Planned Accomplishments

As a school district, we emphasize the importance of each school developing an inservice component as part of its school improvement plan. We are implementing the Madeline Hunter strategies systemwide. We have a Staff Development Academy which provides training activities for staff at all levels. The Staff Development Academy provides a required training sequence for all administrators.

What contribution might other Network members or Laboratories make?

We need to find out what staff development strategies are most effective for training the large number of teachers, administrators and other staff in large urban areas. Innovative ideas and strategies should be shared at meeting and in written communication. Emphasis should be placed on ensuring that our staffs continually self-renew through ongoing and planned staff development activities which have the most maximum impact on improving teaching and learning

WICHITA PUBLIC SCHOOLS

Topic	Rank
Basic Skills Improvement	1
Instructional Management System	2
Improvement of Instructional Skills of Staff and Career Ladders	3
Higher Order Thinking Skills	4
Early Childhood Education	5
Teacher Assessment	6

WICHITA PUBLIC SCHOOLS

Topic 1: Basic Skills Improvement

Project Description and Planned Accomplishments

A continued emphasis is planned that will lead to a literate adult--one who can understand and communicate in the age of the "Information Society" and can use data and information for personal, occupational, and social decisions.

Outcome: Higher scores on standard tests, minimum competency tests, and criterion referenced tests.

What contribution might other Network members or Laboratories make?

Highlight successful techniques through network communications as well as engage in collaborative research with universities, state departments, and other districts.

Topic 2: Instructional Management System

The first and second priorities are related and there may be a question which should come first, the process or emphasis on basic skills.

Outcome: Higher scores on criterion referenced tests and mastery objectives.

What contribution might other Network members or Laboratories make?

The IMS is teacher intensive and ways need to be found to reduce the work load of the teacher. Of course, technology must be employed along with either volunteers or paraprofessionals. Network members who have solved these problems or have successful models should work in collaboration with those who are moving to instructional management systems.

Topic 3: Improvement of Instructional Skills of Staff and Career Ladders

Project Description and Planned Accomplishments

The knowledge base for this activity has been proven for nearly a decade but implementation has been slow. It will require time to train and to assess teachers and will lead to a career ladder program.

Outcome: Better prepared staff with economic incentives for the career teachers.

What contribution might other Network members or Laboratories make?

Our district, through the efforts of the Superintendent, could serve as a resource to develop a teacher assessment plan which would lead to improved instruction and improved learning and better evaluation.

Topic 4: Higher Order Thinking Skills

Project Description and Planned Accomplishments

In order to challenge pupils for these skills there needs to be (1) identification of skills, (2) staff training for instruction, (3) implementation of program with appropriate materials, and (4) evaluation and monitoring of the process.

Outcome: Students will demonstrate, through test performance and higher achievement, the ability to use higher order thinking skills.

What contribution might other Network members or Laboratories make?

After the May 19-21, 1985 conference, it will be more apparent as to the role of Network members.

Topic 5: Early Childhood Education

Project Description and Planned Accomplishments

The research is clear but the economics are not available from state or local budgets. Expansion is planned to meet the needs of Special Education children, then others in need of Compensatory Education.

Outcome: Better prepared pupils, less failure in later grades, cost effective.

What contribution might other Network members or Laboratories make?

Other network members who have such programs in place should share their strategies for implementation.

Topic 6: Teacher Assessment

Project Description and Planned Accomplishments

A clear model of teaching effectiveness must be understood by teachers and supervisors.

Outcome: Improved instruction and an improved evaluation system.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Topic	Rank
Effective Schools	1
Staff Development	2
Children At Risk	3
Pupil Achievement Testing	4
Education for Employment	5

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Topic 1: Effective Schools

Project Description and Planned Accomplishments

1. 20 state level curriculum guides now under development, to be used as resource documents by school districts.

2. Programs for gifted/talented pupils

3. computers/technology in education

What contribution might other Network members or Laboratories make?

1. Sharing of local/state curriculum for gifted/talented programs and pupils.

2. Program plans/guides/curricula for gifted/talented programs and pupils.

3. State/local computer and technology materials, plans, etc.

Topic 2: Staff Development

Project Description and Planned Accomplishments

Administrator Training/Teacher Testing

What contribution might other Network members or Laboratories make?

1. Staff development program guides, materials, etc.

2. Assessment center materials

3. Career ladder/merit pay materials

4. Teacher testing materials/information

A. Pre-professional
B. Professional Knowledge
C. General Knowledge
D. Subject Areas

Topic 3: Children At Risk

Project Description and Planned Accomplishments

- Identification of at-risk pupils
- Improved guidance/counseling services
- Weighted state aid for low income pupils
- Strengthened compulsory attendance law
- Dropout prevention programs

What contribution might other Network members or Laboratories make?

Materials/program information related to all the topic noted above

Topic 4: Pupil Achievement Testing

Project Description and Planned Accomplishments

K-12 district achievement testing programs in reading, math, language arts.

Implementation of voluntary CBT program

What contribution might other Network members or Laboratories make?

Tests, items, policies, etc. as well as technical assistance materials for use in local districts.

Topic 5: Education for Employment

Project Description and Planned Accomplishments

- State, regional and local planning
- Business/education partnerships
- Curriculum development

What contribution might other Network members or Laboratories make?

- Career exploration materials
- Labor market surveys
- Graduate follow-up studies
- Employment-related pupil competencies

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Topic	Rank
Career Ladder Plan for Classroom Teachers	1
School Dropout Prevention	2
Leadership Training for School Administrators	3
Professional Development Programs	4
Effective Schools Programs	5

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Topic 1: Career Ladder Plan for Classroom Teachers

Project Description and Planned Accomplishments

The purpose is to develop a plan which would allow teachers to remain as classroom teachers while advancing in their careers. This plan would establish categories which would recognize tenure and performance and include additional professional responsibilities and compensation.

What contribution might other Network members or Laboratories make?

Network members could provide information about state efforts or guidelines in this area and about plans being used or considered (along with the rationales for doing so) in the districts of network members. Laboratories might provide information on successful plans in operation around the country, guidelines for such plans, and findings from any literature reviews they have done.

Topic 2: School Dropout Prevention

Project Description and Planned Accomplishments

The intent is to develop intervention techniques, particularly at the elementary and middle school levels, which would reduce the dropout rate in high school. Guidelines and resources necessary for successful programs at these levels would be identified.

What contribution might other Network members or Laboratories make?

Members could share information about successful programs and other efforts in their districts or states. Laboratories might review the research and identify model programs for the elementary grades, characteristics of potential dropouts which manifest themselves in elementary school, reasons why students drop out of school, and resources necessary for dealing with the problem.

Topic 3: Leadership Training for School Administrators

Project Description and Planned Accomplishments

The intent is to improve the skills of school administrators. Missouri is directing its efforts at the following: the development of a principal's academy, the development of a performance based evaluation model for school principals, and statewide assessment for principals.

What contribution might other Network members or Laboratories make?

Information about what other states and individual school districts are doing in these areas to increase the skills of administrators could be provided. Laboratories might provide information, based on the research, about characteristics of effective principals and the kind of training that has been successful in helping them acquire the necessary skills to be effective.

Topic 4: Professional Development Programs

Project Description and Planned Accomplishments

The purpose is to determine the components of good professional development plans for local school districts and then establish guidelines for districts to use in setting up these programs. Areas to be addressed include inservice training, curriculum design activities, and other professional development opportunities.

What contribution might other Network members or Laboratories make?

Members could provide information on the following: activities of states in requiring or encouraging professional development in local school districts, well-designed plans in individual school districts for professional development and research findings on the important components of successful or model professional development plans.

Topic 5: Effective Schools Program

Project Description and Planned Accomplishments

The intent is to develop guidelines for districts to use in developing programs for disadvantaged, poor, and low achieving students. Many programs based on the effective schools research have been in effect for a few years, and data should be available to help determine which have been successful in raising achievement levels. Components of the successful programs are to be identified and described.

What contribution might other Network members or Laboratories make?

Members could share information concerning criteria, guidelines, and incentives for developing effective schools programs that exist at the state and school district levels. They could also provide descriptions of programs in their state or school districts which have been successful. Laboratories could present research findings as to what works and what does not.